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ABSTRACT

Chronological thinking is one of the historical and social sciences analysis skills of the California History-Social Science Standards. The study of history is the study of change. This unit addresses different types of change from "now" to "then." From the community, including types of transportation, to the school, children will learn: (1) change is continuous and always present; and (2) change affects their lives in different ways. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. They compare and contrast everyday life in different times and places around the world. Suggested time for unit completion is 7 weeks. The lesson plan discusses the significance of the topic; gives the historical background; lists focus questions; features literacy links; covers materials needed; and provides information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. An extensive resource list is furnished for the sample topic. Appended are sample worksheets. (BT)

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ED 461 594

CALIFORNIA History-Social Science
Course Models

Changes – Now and Long Ago

Grade 1 Model Lesson for Standard 4

Developed by Julie Wong Adams, Elizabeth Rickett and Dr. Priscilla Porter

SO 033 549

2000

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Standard 4: Changes – Now and Long Ago

Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:

1. **the structure of schools and communities in the past**
2. **transportation methods of earlier days**
3. **similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore.**

Sample Topic for Standard :
Compare and contrast communities, transportation and schools, now and long ago.

Suggested Time:
7 weeks

Developed by Julie Wong Adams, Los Angeles Unified School District, and Elizabeth Rickett, Montebello Unified School District in conjunction with Dr. Priscilla Porter under the auspicies of the Center for History-Social Science Education at California State University, Dominguez Hills

Significance of the Topic

The study of history, in many respects, is the study of change. Some changes represent progress; others do not. Nevertheless, change is part of living, and to be able to adapt to change is crucial. Rather than fearing change, children can be taught to accept the inevitability of change and learn ways to adapt to the changes they experience.

This unit addresses different types of change from "now" and "then." From the community, including types of transportation, to the school, children will learn that:
1. change is continuous and always present
2. change affects their lives in different ways

The *History-Social Science Framework for California Schools*, proposes a "here-there-then" approach, beginning with content from the child's immediate present, and moving outward in space and back in time to enrich children's historical understandings. Historical time requires one to depict a person, place, artifact, or event in the past using some form of time language. The language may include terms such as "back then," "before Mom and Dad were born," "long ago," past, present, and future.

Chronological thinking is one of the Historical and Social Sciences Analysis Skills of the California History-Social Science Standards. In this unit, students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. This lesson will enable students to develop a sense of historical empathy and to understand the meaning of time and chronology through the use of oral interviews. The skills of Research, Evidence and Point of View are introduced as students conduct parent or grandparent interviews with older relatives or senior citizens in the community. Through the use of T-charts and Venn diagrams, students will identify similarities and differences between life now and life long ago.

During this unit, students will consider how it might have been to live in another time and how their lives would have been different. They will compare and contrast everyday life in a different time by focusing on the world they know—their school and their community. How have schools changed? How have they stayed the same? Students will compare their lives with students who lived in the mid-to-late 1800s and during their parents/grandparents time. They will look at old photographs and maps of their community and of types of transportation to compare and contrast things that have changed over time and those that have remained the same.

Most of this unit may be integrated with another Grade 1 Standard. For example, the Schools Now and Long Ago section may be taught in conjunction with the School Rules section of Standard 1. Our community now and long ago can be integrated with the geography walking tour in Standard 2 or with the community business studies in Standard 6. Everyday life in different places around the world is addressed in Standard 5.

Historical Background – Schools Long, Long Ago

For the settlers moving west, education was a luxury they could not afford. Too much hard work had to be done for them to survive. As people became more established, they began to see the usefulness of "book-learning." As new communities grew, people realized that it was easier to do well if they could read and write.

The early settlers built the first school houses on land not suitable for farming. The houses were made of logs with dirt floors. Windows were covered with greased paper. The first classrooms had no single desks. The children sat on benches that had no support for their backs. They sat at narrow tables; often, built into the walls. Therefore, students faced the walls all day. Also, there were no special seating accommodations for the younger students. Shorter children sat with their feet dangling.

The early schools had no sophisticated equipment. Most lessons were written on slate with chalk. Because paper was expensive, some students wrote on birch bark. Pupils also used pens made of goose quills and charcoal. Students were responsible for bringing their own ink to school.

Students in the early schools used two books, the Bible and the primer. They spent much of the day memorizing and reciting verses from the Bible. The primer contained the alphabet, spelling words, poems, and numbers. Some students used hornbooks, a wooden paddle with a piece of paper that showed letters, numbers, and Bible verses. A thin, transparent layer of horn covered the paper, protecting it from damage.

School began with the Lord's Prayer. Bible passages were taught. Other subjects taught were reading, handwriting, geography, arithmetic, grammar, spelling, and oral reading. Students learned through drill, memorizing, and recitation.

The maintenance of the schoolhouse was everyone's responsibility. Families in the community took turns sending wood to the school for heating. A wood stove located in the center of the room was the source of heat in the winter. A different child was responsible for starting the fire before the other children arrived.

A yoke was used for carrying heavy buckets for fresh drinking water from the well. The schoolhouse had to be cleaned daily. The chimney had to be cleaned out, the floors swept, and blackboards cleaned.

Children walked to school. There were no school buses. Some children had to walk miles. Some had no shoes. Those who were fortunate had shoes or were able to hitch rides with family members or neighbors.

After the Civil War, the students sat at double desks--where two students sat side by side. Double desks were used because they took far less floor space and were less expensive than two single desks. Some children were taught to read using the *Union ABC* schoolbook. Published in 1864, during the Civil War, it contained military and patriotic figures, rhymes, and colors. The children were taught to write using breakable slate

pencils and double slates. The slates and pencils were made of hard rock. Double slates were two slates bound together that doubled the amount of writing space. The edges were bound to soften the noise if the slates were dropped. The children were taught arithmetic by using an abacus or counting beads. Their school supplies were often carried in simple fabric satchels. The children brought their lunches to school. Many used tin lunch pails with lids. Children tied different pieces of cloth around the handle to identify their own lunch pail. They wore simple clothes common to working class people of the time.

During recesses, which were short breaks in the morning and afternoon, students rushed outdoors. They played games, talked or explored nearby woods. The children made many of their recess toys in items they found at home. Children made string games, walked on stilts, and played marbles. Whirligigs (*A One-Room School* by Bobbi Kalman, page 21) and acrobats (*A One-Room School*, page 21) were popular toys. The former was a spinning toy made of small pieces of wood and some string. The latter was a wooden toy with a figure that flipped. Bladders from large animals were washed, blown-up and used for balloons for footballs. Older girls played singing game such as "The Farmer in the Dell" and "Ring Around the Rosy."

Teachers emphasized patriotism, duty to God and parents, thrift, order, cleanliness, and obedience. They often ended the day with a patriotic song, such as: "America" or "Rally 'Round the Flag."

In 1874, California passed a law making education compulsory. The law required children between the ages of eight and fourteen to attend classes during at least two-thirds of the school year.

By the 1920's children were taught reading, writing, arithmetic, and geography. The children sat at desks with cast-iron frames. The desks had build-in inkwells to dip their nib pens. The children participated in compulsory exercise classes or calisthenics. This was believed to improve the students' health, poise, and discipline. Reading was taught by using standardized textbooks. Penmanship was an important classroom subject. Children practiced their penmanship in their composition books daily. Most children walked to school. Their books were held tightly together by book straps and could be comfortably carried. Children brought their lunches to school. Lunch boxes were collapsed when not in use. Clothing became less constricting. Girls wore frocks (smocks) or flounces (a strip of usually gathered material attached by one edge, as to a skirt) and boys and wore knickerbockers and shirts, and often had wide collars.

Focus Questions:

1. How have you changed over time?
2. How does a place change over time?
3. How has transportation changed over time? How has it stayed the same?
4. How have schools changed? How have they stayed the same?

Literacy Links

A variety of strategies and activities are included in the lesson that support and develop reading, writing, speaking, and listening skills. Examples from this lesson are:

Reading

- develop content-specific vocabulary
- infer factual information and draw conclusions from photographs
- compare and contrast events read in a story to events in the classroom
- sequence pictures with the teacher's help

Writing

- dictate or write captions for pictures
- summarize information to be recorded on a graphic organizer
- dictate simple stories and tell stories in their own words, dictate signs, labels, and captions
- use descriptive words when writing
- print legibly and space letters, words and sentences appropriately

Speaking

- formulate questions for an interview
- role play an interview
- conduct an oral interview of a parent or grandparent about what a typical day was like when he/she went to school
- speak clearly and audibly to orally share information learned from an interview
- contribute to group stories
- use complete and coherent sentences when speaking
- tell about a series of pictures, begin to explain an incident or event
- compare and contrast schools now with schools long ago
- use increasingly descriptive oral vocabulary
- role play the life of a student in an early American school
- observe changes in one picture or map as compared to a picture or map of the same area from a different time

Listening

- listen responsively and respectfully to the ideas of others
- listen attentively to stories read in class

Materials Needed:

Pictures of places in your local community such as the library, a park, City Hall, office building, public transportation location, type of entertainment, grocery store, post office, a historical site, school. If possible, have pictures of these same locations, as they appeared long ago and magnifying glasses for studying the details in pictures. Pictures of schools and artifacts from the mid-to-late 1800's. Refer to the Resources section of the unit for the American at School materials from Pleasant Company and the Bobbi Kalman books.

A
Beginning the Topic

Focus Question: How have you changed over time?

Children change – they grow, learn new skills, lose teeth, get their hair cut. Change is part of living, and children can be taught to accept the inevitability of change and learn ways to adapt to the changes they experience.

Begin by sharing some pictures of yourself from different times in your life. Try to include some baby pictures and pictures of you during elementary school. Encourage the students to bring in photographs to show how they have changed over time. Students can develop the understanding that they are the same people but that they have changed. What can you do now that you could not do when you were a baby?

Take your class onto the playground and let them observe older students. What can they do that you cannot do? What will you be able to do in the future that you cannot do now? If desired, have students draw a picture of themselves at various times in the future and describe what they will be doing. Examples might be fifth grade, high school senior, age 45 and 75.

Have the students find out how much they weighted when they were born. Fill a bag with sand so that it weighs about the same as their birth weight. Let the students weigh the sand on a bathroom scale. Weigh the students, record their current weight, and compare it with their birth weight. The experience is not to measure exactly but to give students a concrete example of how they have changed since they were born.

Have the students taste a bit of strained baby food, perhaps some green beans, then have them taste whole cooked green beans. Ask the students, why did you need the strained food when you were babies?" "How have you changed?"

Examine items of clothing students wore when they were smaller. Some students may be able to bring in diapers, baby shoes, sweaters, hats or other items of clothing they wore in the past. Encourage students to compare these items with similar articles of clothing they are wearing now.

As students look at how they have changed over time, ask if there are any ways that they have stayed the same. Have students draw a picture to show one way that they have changed and one way that they have stayed the same. Dictate or write a description at the bottom of each picture. Assemble the pages into a book of "Changes."

B
Developing the Topic

Focus Question: How does a place change over time? (Physical and human characteristics)

To introduce the concept of the change in a familiar neighborhood and why these changes take place, read *The Little House* by Virginia Lee Burton. As you show the book cover and read the title, point out the word "Her-story". Explain that this word is based on the word "history" which means the story of things that happen over time. Ask students to predict what might happen to the Little House. Ask the students if their grandparents have told them stories about what life was like when they were young. Tell students that there will be many examples of change in this story.

Ask, "How do things around the Little House change?" "What changes does the Little House notice as day turns into night and as seasons go by?" (Changes can be found in the buildings surrounding the Little House; the tools, machines, and transportation; and, the Little House's feelings.) "What caused the changes?" Ask, "How fast do you think these changes happened: overnight? In one year? Over many years?"

Use picture clues from the story to fill in the following chart:

TIME	CHANGE	HOW WE MEASURE IT
day and night	light and dark	clocks
seasons and months	**weather, trees and other plants**	**calendars & thermometers**
years	**cities grow; people grow up; ways of life change; new inventions**	**histories, pictures photographs**

Make copies of the illustrations from the book. Give each group of students one of the pages to scan the illustration, note details, and determine when it appears in the story. Ask, "Who has the picture that shows what happened first in the story?" Have a student hold this picture and stand in the front of the classroom. "What happened next?" Continue to sequence the pictures in the proper order. Have students practice sequencing the pictures in the correct order. Refer to Appendix 1.

As an optional hands-on project, place a picture of the Little House in the center of large sheet of paper. Tape it to a tongue depressor stuck in Plasticine or clay. Invite children to show how the countryside around the Little House looks at the beginning of the story. They can draw pictures of things such as a barn, trees, and farm animals. Have students

take turns each day adding cut-paper buildings to the display. Label the buildings to show what they are used for (apartments, offices, factories, museums, etc.). As buildings are added, discuss what other changes will happen around the Little House as a result (paved roads, more houses, more people, more traffic, more services, etc.). The small houses and all of the trees will need to be gradually removed and replaced with tall buildings, trolley cars, and an elevated train. On the final day of the project, remove the Little House from the city and create a countryside environment for it.

As a reading response strategy, invite students to make up a dialogue for the Little House as the city is growing around her. Suggest that her words tell about the changes she sees and how she feels about these changes.

Change in Our Community – a Family Homework Interview

For homework, ask students to interview a family member or a long-time member of the community about changes they have seen in the community (Appendix 2) Include:

Name of the person interviewed.
When did you or your family move to our community?
What changes have seen in our community?
When did these changes happen?

Record information on a chart. Compare and contrast the results.

Change in Our Community – a Guest Speaker

Invite a long-time resident to speak to your class or join you on a field trip to explore changes that have happened in your community over the years. Ask this community resource person to point out places that have changed greatly, for example, the shopping mall that used to be a field or some apartment buildings on what used to be a vacant lot.

Change in Our Neighborhood

Changes in the immediate neighborhood can help foster your student's awareness of the continuous nature of change: new neighbors move in, a house goes up, a building is torn down, the street is repaired, or a park is built.

Ask students to describe the streets, houses, and buildings in their neighborhood. Display or pass out pictures of the community today. Ask questions such as "What things could have been here long ago? Why? What things look newer?

Ask, "Do you think the area looked the same a long time ago?" Pass out pictures depicting the community long ago and have the students match the new with the old. If possible use photos of the same place then and now or the same type of business or place (e.g. historic photo of the school with a current photo of the school). Have students analyze the pictures in detail using magnifying glasses. Compare and contrast pictures of buildings in the community today to buildings of long ago. Can you tell which picture is of a building from long ago? What do you see in the picture from long ago that is the same from the current picture? (visual discrimination)

On chart paper, construct a large chart to compare and contrast the neighborhood from now and long ago (Our Neighborhood – Now and Then, Appendix 3.) Record student observations on the chart. Ask students what is the same and what is different about the present and the past. "Why do you think these changes took place?" "What changes are taking place today?" "Are the changes good or bad?" "How do these changes in the neighborhood and the community affect the people who live here?"

If possible, locate an old map of your community that was made before there was much development. (Thomas Bros. Education Foundation will locate maps for many areas, beginning in 1943.) Compare this map with a current map. What are the differences? What are the similarities? Why has it changed?

Focus Question: How has transportation changed over time?

How Do You Travel to School?

Ask students, "How do you travel to school? Do you walk? Do you take a bus? Do you ride in a car?" Create a graph of the results, *How I Travel to School*. Tell students what it was like when you went to school and the types of transportation you used. Ask students if they know how their parents or grandparents traveled to school.

(Note: During the next section of this unit, Schools, Now and Long Ago, students interview a parent and/or grandparent to ask, "How did you travel to school?" As you receive the interview results, create two more graphs, "How Our Parents Traveled to School" and "How Our Grandparents Traveled to School." Compare and contrast the graphs to find the similarities and differences.)

Types of Transportation

Explain to students that there are many ways for people and goods to move from place to place. Have students brainstorm a list of as many different types of transportation as they can. Record their responses, each on a separate word card or on a piece of chart paper that can cut into individual cards.

Write the title, "Ways to Travel" on the chalkboard. Underneath list the words "Land," "Air," and "Sea." As a total class or in small groups, have the students physically sort the types of transportation word cards into the appropriate categories.

Create a table, *Ways to Travel*. List each transportation type and then put an "X" in the appropriate column.

Ways to Travel

	Land	Sea	Air
Car	X		
Submarine		X	
Train	X		
Airplane			X

Explain to students that since earliest time people have moved themselves and their goods. Likewise, since earliest time, people have sought and invented ways to travel even farther and faster, first across land and water and then through the air.

Transportation Center
Set up a Transportation Center in the classroom. Encourage students to bring in toys and models that they have of different types of transportation. At the Center, include books about different types of transportation, both from today and long ago.

Sorting Types of Transportation
Find different ways to sort the types of transportation. For example, sort the types of transportation in to those found today and those from long ago. Next, sort they types of transportation in order from the slowest to the fastest. Sort them according to transportation types that the students have traveled in and those that they have not. Additional types of transportation may be added to the original list. It is recommended that you locate pictures or photographs of the various transportation types that students can use for the sorting. Include unusual transportation inventions (successful and unsuccessful.)

Transportation Across Time and Place
Invite students to tell what they think it would have felt like to travel in a horse-drawn buggy and to compare that with riding in a new car. What might it feel like to travel in an early airplane versus a space shuttle? Point out some of the improvements that have been made in transportation over time. Ask students to share their ideas about the ways people will travel in the future and how they might be different from ways we travel today.

Create a Table to Compare and Contrast Transportation, Then and Now
Have each student create a table to compare and contrast ways people travel from long ago and today. Fold a sheet of construction paper in half and trace the fold line. Write **Then** on one half and **Now** on the other half. Draw ways to travel "Then" and "Now." Give the table a title, "Ways to Travel." Have students label each form of transportation.

Focus Question: How have schools changed? How have they stayed the same?

Our School Today
Begin by discussing the following topics as they relate to your school. On butcher paper, create a large graphic organizer (Appendix 4) to record students' responses. Later in this section, the information on Schools Long Ago (schools of our parents and grandparents) and Schools Long, Long Ago (schools in the mid-to-late 1800's) can be added to the chart.

Building: What does our building look like? What is it made of? What types of rooms does it have? How many rooms are there? Is it a public school or a private school?

Desks: What types of furniture do we have in our classroom? desks? tables? bookcases? Where do we store our materials?

Lessons: What do we study in school? What subjects do we have? What are you expected to learn in first grade?

Reading: What types of books do we read in first grade? Do the books have illustrations? How did we learn the alphabet?

Writing: What do we use to write with in first grade? How did you learn to write?

Supplies: What types of school supplies do first grade students have? What supplies are available in the classroom? How do you carry your supplies back and forth to school?

Lunch time: What do you eat at school? Who provides it? Where does it come from? Where do we eat at school? What do students use to bring their lunch to school? What types of snacks do first graders prefer?

Clothes: What types of clothes do first graders wear to school? Is there a difference between what boys wear and girls wear? What is the clothing made out of? Where do you get your school clothes? Do students wear different things for work clothes and play clothes? Why types of shoes do the children wear? How do children wear their hair?

Guest Speaker Interview – Schools Long Ago

Introduce the concept of change by inviting a guest speaker to the classroom who will share his/her experiences as a first grader. The guest speaker should be about the same age as the student's parents or grandparents. Suggestions include the school principal or another adult at the school. Refer to Appendix 5 for interview categories.

Act as a model for the students as you ask the questions. Record the information on an enlarged sample of the interview form. Compare and contrast the speaker's experiences in first grade with those that the students have experienced.

Schools Long Ago During Our Parents and Grandparents Time

Ask the students if they know what it was like when their parents and grandparents went to school. Encourage them to predict what things might have changed and what things might have stayed the same.

Explain to the students that they are going to interview a parent or grandparent to find out what experiences he/she had as a first grader. Refer to Appendix 5 for a copy of the parent letter. (Note: In the Course Model Lesson for Grade 1, Standard 1, students interview their parents about school rules.)

Rehearse Interview
In partner pairs, have the students rehearse the interview. They can take turns asking each other the interview questions.

Parent/Grandparent Interview
Provide several nights for the students to complete the interviews. The students ask the main questions and the adult answers the questions and records the responses on the interview form. Following the interview, have students share what they learned. Record information on the graphic organizer under the category of Long Ago.

The History of Our School
Change within a school is constant. The students may help rearrange the furniture for a special activity or for a more efficient use of space. Decorating for a holiday, painting the school classrooms, preparing an aging building for internet access, and configuration changes are examples of changes that offer opportunities for students to observe change. Discuss with students any changes that have occurred at your school.

Possible topics of study include: How did the school get its name? Who it was named for and why? How many people have been principals? And, Which teacher has been here the longest? If possible, locate photographs of the school from different time periods.

Your class may wish to become the "school's historians" and collect pictures and artifacts to be displayed. Consider hosting an "old-timers reunion" when former graduates of the school are invited for a visit to share some of their recollections and photographs.

Schools Long, Long Ago
Refer to the Teacher Background section of this unit (pages 3 and 4.) Another useful and highly recommended resource is the teacher's edition of *America at School* and the large wall chart titled "Changes in School" (Pleasant Company.) The wall chart provides information on buildings, desks, lessons, reading, writing, supplies, lunchtime, and clothes for the years 1774, 1854, 1864, 1904, and 1944. It also includes photographs for each time period. If available, hang the chart on the bulletin board. To make the chart into a manipulative activity, cut out the photographs, back them with tag board, and laminate them. An alternative is to use a camera with a zoom lens to take photographs of the pictures. The pictures are useful for students to sort into the different time categories or for use in Venn diagram or T chart activities.

You may also refer to Bobbie Kalman's books, *A One-Room School* (pages 10,11, 12, and 16-21) and *Early Schools* (pages 9-14 and 43-49). Discuss a "typical" day for students.

Photoanalysis
Using an overhead projector and transparencies of primary source photographs of schools long ago, conduct a photoanalysis activity. Photoanalysis is the procedure of careful observation, asking and answering the right questions. To be successful, one's attitude

toward analyzing must be open, curious, and in-depth. Ask questions to stimulate eye contact and help students to search for clues in the photographs. The exercise engages students in the work of historians.

Ask questions that relate to categories on the graphic organizer. Some sample questions are: "What do you see?' "Where do you think this picture was taken?" "Who do you see?" "What are they doing?" "How are they dressed?" What kinds of things do you see in the background?" "When do you think this picture was taken?" "What makes you say that?" What can we learn about schools Long, Long Ago from this picture?"

Pass out different primary source photographs and magnifying glasses to students in cooperative groups of three. Provide time for students to analyze the pictures. A spokesperson from each group can take a turn and tell the rest of the class what their group thought about their photograph. Explain that these photographs were taken of students who went to school a long, long time ago. Describe what school was like for students at that time (see Significance of Topic, Historical Background).

Reinforce vocabulary words such as: quill pens, slate pencils, slates, abacus, satchels, tin lunch pails, inkwells, yokes, wood burning stove, whirligig, tall stilts, outhouse, calisthenics, etc. As you introduce new vocabulary words, relate back to the graphic organizer. Locate where each word would go on the chart. For example, quill pens would be located in the writing section and satchels might go under supplies. Wood stove would go in the "buildings" category.

Complete the graphic organizer for Long, Long Ago using pictures from the resource books and the *America at School* chart. Primary source photographs may also be found on the Internet. Check to see if there is an old school in your area that you can photograph. Whenever possible, provide replicas of artifacts.

Compare and Contrast Schools – Then and Now

Pass out contemporary photographs of students taken at their school. Ask, "When do you think these photographs were taken? What do you see that makes you think that?" Encourage students to closely observe the children in the photographs, as well as their surroundings. Discuss their ideas.

Have the students, with teacher help, compare and contrast different photographs and/or artifacts of schools today and schools long, long ago. Mix the photographs from long, long ago (mid to late 1800s) and schools today. Place two hula hoops next to each other about six inches apart to make a large Venn diagram. Explain: 1) the 'left' hula hoop is for photographs and artifacts form schools today; 2) the 'right' hula hoop is for photographs/artifacts from schools long, long ago. Give one photograph to a student and, with teacher help; guide him/her in its proper placement until all the photographs are distributed.

Creating a "T-Chart" for Similarities and Differences

The students, with teacher help, will create a T-Chart (Appendix 6) to compare and contrast the schools today and schools long, long ago. List similarities on one side and differences on the other. Use pictures and rebus drawings to aid students in "reading" the chart. Explain that on the 'left' side they will tell how students today and students long, long ago were the same. On the 'right' side, they will place information showing how schools today are different from students long, long ago.

What Did Students Do in School Long, Long Ago? – A Class Book

The students will create a class book, *What did Students do in School Long, Long Ago?* Provide each student with a sheet of storybook paper. If desired, cut the paper using a one-room school pattern so students can create an "old fashioned schoolhouse" using precut pieces of colored construction paper and crayons. (For a textured effect, glue stick pretzels on the schoolhouse cover.) Ask the students to finish the sentence: "Long, long ago, students..." The student may write their response or dictate it on the bottom of their paper. Illustrate the page. When all the pages are completed, compile into a class book.

C
Culminating the Topic

Mural of a School Long Long Ago

(Note: If you did not do the mural suggested in Course Model Lesson for Standard 1, you may do it here.) Discuss with the class what would be found on a mural of a one-room schoolhouse. Items may include a wood burning stove, a blackboard, benches, etc. Chart responses. Discuss the clothing the children wore, their daily schedule, and their supplies. For ideas, refer back to the graphic organizer and photographs of schools and artifacts from long, long ago.

Read *My Great Aunt Arizona* by Gloria Houston. Discuss the clothing, furniture, and activities of the children attending the one-room schoolhouse. Possible question to ask is, " Who is telling the story?" "Where does the story take place?" "Do you recognize anything in their schoolhouse?" "How is our classroom like their classroom?" "How is our classroom different?" "What time in history do you think the story takes place?" "Would you like to be in Aunt Arizona's class?" "What was Arizona's dream?" "Did her dream come true?"

Guide the students in painting a mural of a one-room school. Provide precut paper dolls for each student in class. Students pictured in the murals should be dressed appropriately, reflecting the time period. Students can color or paint faces and dress the dolls using scraps of felt and/or fabric. Students paint the background of each mural and draw and cut out pictures that reflect the time period, such as furniture, books, book bags, supplies, lunch boxes using a variety of materials that may include construction paper, crayon, paint, marking pins, and fabric scraps to add detail to the murals. Classroom rules and schedules should be included on the mural. A Pledge of Allegiance and a flag can be included on the mural. (Refer to the Course Model lesson for Grade 1, Standard 3 for different versions of the Pledge.)

If desired, complete two murals, one for schools of long, long ago and one for schools today. This will reinforce the unit focus of comparing and contrasting everyday life in different times to recognize that some things change over time and others stay the same.

An Early American School Day

Materials Needed for this Activity
Flyers for parents regarding the 'Early American School Day,' pioneer-style clothing and lunch in a tin or basket for teacher, hand bell, Bible, rules and punishment chart for school long, long ago, replicas of hornbooks (for students and teacher), homemade berry ink, quill pens, nib pens, marbles, pick-up sticks, jacks, ingredients and cooking utensils for making biscuits, jars filled with cream for making butter, hula hoops, safety stilts, jump ropes, see saws, a clean bucket filled with drinking water with individual dippers, individual chalkboards, a book selected by teacher to read to the class, chart paper for the math graph, story book paper and crayons for the class book, construction paper to make the cover of the book.

The class will participate in "An Early American School Day." The teacher and students will dress, behave, and participate in lessons as if it were the 1860s.

Two weeks prior to the date of the reenactment, a flyer should be sent home to parents explaining the activities for the day (Appendix 7.) This flyer also provides suggestions regarding ways students can dress for the special day. Students may dress in pioneer style clothing. Lunches can be brought in tins and baskets.

Schools in the 1860s had no electricity or running water. Each day, teachers would bring a bucket of water for students to drink using a dipper. Teachers would ring a hand bell outside the door to signal the beginning of the school day. Upon entering, students would "make manners" to the teacher--girls would curtsy and boys would bow to show respect.

The classroom was arranged with chairs in rows facing a chalkboard. One side should be "the girls side" and the other, "the boys side." School begins by reading a Bible passage and saying the Lord's prayer. The teacher then took attendance.

Recreate, as far as possible, a classroom from the 1860s. Starting the first part of the morning, the students will recite the alphabet and the sounds of the letters by using a replica of hornbook as their guide. Next, students will listen to and repeat a poem form long, long ago. Suggestion: Mary Had a Little Lamb. (Refer to the unit for Standard 1.)

Set up activity centers, one with berry ink (Appendix 8) and quill pens or nib pens (Appendix 9) for a writing center. Students can take turns at the center, using the different writing instruments. Another center may include marbles, pick-up sticks, and jacks; another, ingredients to make biscuits. With the teacher or parent help, students

make biscuits for lunchtime (Appendix 10.) Still another center will have jars filled with cream for students to make butter for lunch. To make butter, place heavy whipping cream, at room temperature, in a jar with a cover. Students take turns shaking the jar unit it turns to butter.

At recess, students may use hula-hoops (as barrel hoops), safety stilts (as walking stilts), jump ropes, or see saws. Students may play "Ring around the Rosy," "Red Rover," "London Bridge," or "The Farmer in the Dell."

During the school day, with the teacher's permission, or at recess students can get a drink of water out of a bucket at the door of the classroom using individual dippers.
Using individual chalkboards (in the place of slates), students may practice writing the alphabet and simple words.

At lunchtime, students may eat biscuits and butter with the teacher.

After lunch, teacher can read to the students (teacher selection).

The class can also participate in a classroom game call "Buzz Buzz" (similar to "Telephone," that was used to teach children not to believe in rumors. The game begins as the teacher whispers a sentence to one student. The student then whispers it to another; each taking turns until everyone has heard the sentence. The last student repeats aloud what the sentence he or she was told. The teacher then tells the class the original sentence.

The class can write or dictate and illustrate a class book. The book will complete the sentence: "I would like to be a student long, long ago because..." or "I would not like to be a student long, long ago because..."

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. The focus questions provide a framework for the evaluation of the lesson.

Various activities such as discussion, drawings, writings, and the final murals serve to evaluate student's progress in this unit. These assessments can be placed in students' portfolios.

A 6-point rubric may be used for each activity.

- 5-6 a student meets or exceeds mastery of the standard
- 3-4 shows some mastery of the standard
- 1-2 indicates little or no mastery of the standard.

Teacher observation of classroom and playground behavior is an important assessment tool. Many of the items assessed are completed within groups and the teacher may develop an observation "check list" for individual students that includes 1) willingness to interact with the group; 2) stays on task; 3) cooperates with others in the group; 4) is courteous to others; and, does a fair share of work.

Student work to be assessed includes:

How Have You Changed Over Time?

4. Draw a picture and dictate or write a description of one way you have changed over time and one way you have stayed the same

How Does a Place Change Over Time?

- Sequence selected illustrations from *The Little House* in the proper order.
- Work together to create a dialogue about the changes seen by *The Little House*.
- Interview a family member or a long-term member of the community about changes in the community.
- Use visual discrimination skills to compare and contrast pictures of the community today to the community long ago.
- Compare and contrast the neighborhood now and long ago and dictate ideas to be recorded on a chart, *Our Neighborhood – Now and Then*.

How Has Transportation Changed Over Time?

- Interpret the class-constructed graph, *How Do You Travel to School?*
- Brainstorm types of transportation and sort them into the categories "Land, Sea, and Air."
- Create a table using illustrations to compare and contrast transportation, then and now. Give the table a title and label each form of transportation.

How Have Schools Changed? How Have They Stayed the Same?

- Work together as a class to dictate information about the locate school, including the building, desks, lessons, reading, writing, supplies, lunchtime, and clothes.
- Use an interview-guide to interview a parent or grandparent about their experiences in first grade.
- Orally share information learned from an interview
- Use photoanalysis skills to "read" a photographs of schools long, long ago.
- Develop content-rich vocabulary.
- Dictate information to be included on the graphic organizer for schools long ago.
- Compare, contrast and sort photographs from schools today and schools long ago.
- Complete a T-Chart showing the similarities and differences of schools today and schools long ago.
- Write or dictate a page for the class book *What did Students Do In School Long Ago* by completing the sentence and illustrating, "In schools long, long ago…"
- Work in small groups to help paint a mural of a classroom long, long ago
- Role-play being a student of an Early American School Day.

Extended and Correlated Activities

Continuity & Change

- Predict what the neighborhood will look like in 50 or 75 years.
- Select items to depict your neighborhood to bury in a time capsule. Explain why each item was chosen.
- Compare the differences between homes built now and those built long ago in terms of materials, type of structures, and floor plans.
- Identify the ways that family needs and land use have influenced the ways homes have changed over time.
- Discuss how changes in the neighborhood and the community are affecting the people who live there.

School – Then and Now

- Students can visit a one-room schoolhouse. Many historic schools are available in different areas, such as Old Town Sacramento, Knott's Berry Farm, Oak Glen, Old Town San Diego, and the Banning Museum in Wilmington. (Check with your local historical society for one near you.) Students look for such things as what the furniture is like, items on the walls, books, examples of clothing worn at that time period, writing implements, and play equipment. Students can take photographs during the field study to help them remember what they saw. Discuss what life was life of teachers and students long ago.
- Obtain copies of photographs of schools long, long ago and use magnifying glasses to look for details through photoanalysis. Local historical societies and old school yea books are good places to find pictures of your area. Compile the photographs the students took with those of schools long ago making an illustrated history book showing changes in schools over time. Write a short description of each photograph. If a field trip is not possible, perhaps a one-room school could be video taped and viewed by the class.
- Use Lincoln logs or Popsicle sticks, cardboard, and glue to build a three-dimensional model of a one-room schoolhouse. Explain how the one-room schoolhouse differs from a school today.
- Using pictures, chronologically sequence the events of a typical day of a student
- With parental help, create a time line of the student's life
- Describe a typical day in their class - include information about the building, desks, lessons, reading, writing, supplies used, lunch time, and clothes

Resources for the Sample Topic

Double asterisk ** resources that are vital to the success of the unit. One asterisk * means a resource is highly recommended.

Continuity & Change

* Baker, Jeannie. *Window*. New York: Puffin. 1993. ISBN 0-14-054830-0. *Window* chronicles the events and changes in a young boy's life from infant to grown-up through wordless scenes observed from the window of his room. The process of the country becoming a city is illustrated.

** Burton, Virginia Lee. *Little House*. Boston: Houghton Mifflin, 1969. ISBN 0-395-25938-X. (Available in Spanish: *La Casita*. Mexico: Sistemas Tecnicos de Edicion, 1994. ISBN 970-629-050-8.) A story of a little house watching the seasons and her surroundings change with time. From standing alone to being surrounded by a huge city, the little house longs for the peaceful countryside. This book is a readily available standard that illustrates the passage of time, and the changing rural to urban environment.

Edom, Helen. *Homes and Houses Long Ago*. Tulsa, Oklahoma: EDC Publishing, 1989. ISBN 0-7460-0450-8. This colorful book is packed with fascinating insights into people's homes in the past. Large, cutaway pictures let the reader look into each house and, through lively characters, learn how people lived inside. Find out where cave people lived in the summer, how Egyptians took showers, why Indians lived in tents and much more. This book has a variety of different types of styles of houses from various cultures and time periods. It contains a great deal of information about how things were used and why. The illustrations are in chronological order from long ago to now and some include walls cut away to give a different view. This is a good reference book.

Kraus, Ruth. *The Growing Story*. 1947. This classic book is good to stimulate a discussion about change. After reading the book, ask students how they are like the boy in the stoy: "Have you ever outgrown clothes?" "What did you do with them?"

Kurjian, Judi. *In My Own Backyard*. Illustrated by David R. Wagner. Watertown, Mass.: Charlesbridge Publishers, 1993. ISBN 088106-442-4. A young child looks out a bedroom window and sees the backyard magically transformed to what it would have looked like during various historical and geological periods through dinosaurs and protozaic times.

Lanczak-Williams, Rozanne. *Long Ago and Today*. Cypress, Calif.: Creative Teaching Press, Inc., 1996. ISBN 1-57471-138-5. This book describes how people today have similarities and differences to people of long ago. Available as a big book.

McGovern, Ann. *If You Lived 100 Years Ago*. Illustrated by Anna DiVito. New York: Scholsatic. 1999. ISBN 0-590-96001-6. What would be different if you lived 100 years ago? What kind of clothes would you wear? What would you do for fun? What would your school be like? How did people travel? Answers to these any many more questions are provided in this informational text.

Muller, Jorg. *The Changing Countryside.* NewYork: Atheneum, 1977. ISBN 0-689-50085-8. An anonymous countryside, shown with maps in three year increments as it moves from country, to suburb, to urban neighborhood.

Pryor, Bonnie. *The House on Maple Street.* New York: William Morrow, 1992. During the course of three hundred years, many people have passed by or lived on the spot now occupied by a house numbered 107 Maple Street. (Used in Grade 3 Course Model lesson)

Seefeldt, Carol. *Social Studies for the Preschool/Primary Child.* 6th edition. Columbus, Ohio: Merrill-PrenticeHall. 2001. ISBN 0-13-021652-6. Designed as a textbook for early childhood preservice teachers, this book provided many of the ideas for this unit on change. Based on a solid theoretical and research foundation of child growth, development, and learning, the book is a useful resource for all early childhood educators.

von Tscharner, Renata and Ronald Lee Fleming. *A Changing American Cityscape.* Illustrated by Denis Orloff. White Plains, NY: Dale Seymour Publisher, 1993. ISBN 08665-692-1. Seven 12" by 33" views of the city of San Diego as it has changed over the years, with Viewer's Guide.

von Tscharner, Renata and Ronald Lee Fleming. *New Providence.* Illustrated by Denis Orloff. Washington DC: Preservation Press, 1992. ISBN 0-89133-191-3. Six different views of a fictional city at different points in history ranging from 1910 to 1992 illustrate the evolution of the cityscape. The more you see, the more there is to see.

Wallner, Alexandra. *Since 1920.* New York: Delacorte Press, 1992. ISBN 0-385-41216-9. As the years pass a quiet country house is overtaken by the growing city, until the granddaughter of the original homeowner helps to restore the neighborhood to its former beauty. The community has grown and become run down. Finally, when people take an interest in the community, it is built back up and is a wonderful community to live in. It is good book to use for housing and community changes. It may be out-of-print.

Wilder, Laura Ingalls. *Going to Town.* Illustrated by Renee Graef. New York: Harper Collins. 1995. ISBN 0-694-00955-5. This book is part of a series called My First Little House Books. Each book tells the story of a little pioneer girl and her family as they travelled by covered wagon across the Midwest. In this book, Laura is in for a day filled with surprises when the Ingalls family spends the day in town.

Schools, Now and Long Ago
Resources for the Sample Topic

** *America at School*. Middletown, WI: Pleasant Company Publications, 1993. ISBN 1-56247-101-5. An invaluable teacher's guide that integrates social science, literature, and language arts with changes in American Schools during the last 225 years. Also included in the kit are two wall posters titled: "Changes in School" and "Changes in America." The posters have photographs of eight different categories at five different time periods in history. These are superb primary source photographs to help the students understand the life of students in another time period.

de Mejo, Oscar. *Oscar de Mejo's ABC*. New York: HarperCollins, 1992. Each letter of the alphabet is a symbol of a person, place, or thing

Freedman, Russell. *Immigrant Kids*. New York: Dutton, 1980. ISBN 0-525-32538-7. This book contains wonderful photographs of the children of poor European immigrants who came to American almost a century ago.

* Hennessy, B.G. *School Days*. New York: Scholastic, Inc., 1990. ISBN 0-14-054179-9. A "fun" story with minimal text and colorful, detailed illustrations of children participating in various activities in the class.

** Houston, Gloria. *My Great Aunt-Arizona*. New York: HarperCollins, 1992. ISBN 0-06-022606-4. This story tells of an Appalachian girl who grows up to become a teacher who influences generations of school children.

* Kalman, Bobbie. *A One-Room School*. New York: Crabtree Publishing, 1994. ISBN 0-86505-4017-5. A colorful and informative book about schools after the early schools. Beautiful photographs o students and artifacts that should be shared with the class. Although the text is too advanced to be read to kindergartners, it is an excellent source for excerpts.

* Kalman, Bobbie. *Early Schools*. New York: Crabtree Publishing Company, 1991. ISBN 0-86505-015-5. An excellent "must-have" resource for any teacher interested in understanding what the early schools were like. It contains many black and white illustrations as well as numerous photographs. the later may be used for primary source documents.

Kalman, Bobbie. *School from A to Z*. New York: Crabtree Publishing, 1999. ISBN: 0-86505-388-X. This book is an alphabetical introduction to various aspects of school, such as "Class," "Homework," "Library," and "Teacher."

Mayers, Florence Cassell. *ABC.* New York: Harry Abrams, 1988. The author illustrates the letters of the alphabet with artwork from the Museum of Modern Art, New York; the Brooklyn Museum; the Museum of Fine Arts, Boston; and, the National Air and Space Museum, Washington, D.C.

Paul, Anne Whitford. *Eight Hands Round: A Patchwork Alphabet.* New York: HarperCollins, 1994. The letters of the alphabet are introduced through Early American patchwork quilt patterns. The author explains the origins of the designs by describing the activity or occupation they derive from.

* Porter, Connie. *Addy Learns a Lesson.* Middletown, WI: Pleasant Company Publications, 1993. ISBN 1-56247-077-9. A story of an African-American girl's experiences going to school while growing up during the Civil War. The story is too advanced for first graders but is still a superb teacher resource. The "Looking Back" section at the end of the book provides helpful content about schools in 1864. Companion books include *Felicity Learns a Lesson* (1774), *Kirsten Learns a Lesson* (1854), *Samantha Learns a Lesson* (1904), and *Molly Learns a Lesson* (1944). (Refer to Tripp.)

Raferty, Judith Rosenberg. *Land of Promise.* Stanford, CA: Stanford University Press, 1992. Good background information for teachers about the politics and reform of the Los Angeles schools from around 1885 to 1941.

* Sandler, Martin. *Pioneers*, Library of Congress Book. New York: Harper Collins Children's Books, 1994. A valuable resource, with quotes from pioneers, vintage photographs, poems, paintings, with over 100 photographs and illustrations from the Library of Congress bringing the pioneers' story to life.

* Tripp, Valerie. *Molly Learns a Lesson.* Middleton, WI: Pleasant Company, 1990. ISBN 0-937295-16-7. A story of a girl's experiences going to school in 1944. The story is too advanced for kindergartners but, is still a superb teacher resource. The "Looking Back" section at the end of the book provides helpful content about schools in 1944.

Winters, Kay. *Did You See What I Saw? Poems about School.* Illustrated by Martha Weston. New York: Viking, 1996. ISBN 0-670-87118-4. Twenty-four poems are included that tell about various aspects of going to school.

* *World Book Childcraft International.* The World Book Encyclopedia. USA: World Book, Inc., 1984. Key words: Schools, Education. A good resource to gain an overview of general history and development of schools in the United States in a concise manner.

Suggestions to the teacher for finding information about history of the local area:

- Antique swap meets or garage sales are good places for teachers to search for artifacts to use with students as you study schools of long ago.
- Local public libraries
- Historical sites and museums, such as the Railroad Museum in Old Sacramento.
- Historical societies. Many of the larger historical societies throughout the state have photographic archives as well as being a depository for other primary source materials.
- University Department of Archives and Special Collections at California State University campus.

Appendix 1

The Little House

By Virginia Lee Burton

Pages 1-13	Page 14
The Little House in the Country	Making of a Larger road
Page 16	**Page 18**
Page 22	**Page 28**
Page 31	**Page 32**
Page 37	**Page 39**

Linda Reeves, 1990.

Appendix 2

Interview - Changes in Our Community

Dear Parents,

The students are working on conducting interviews as part of their social science homework. The questions are for a member of the family or a long-time member of the community. Please allow your child to ask these questions. The family member or community member may write the responses.

Thank you,

_____

Student's Name: Date:

Name of Person Interviewed

Questions:

- **When did you or your family move to our community?**

- **What changes have you seen in our community? When did these changes occur?**

Appendix 3

Our Neighborhood – Now and Then

	Now	Then
Streets		
Houses		
Buildings		
Land Use		
Other		

How has our neighborhood changed?

How has our neighborhood remained the same?

Appendix 4

Graphic Organizer

Schools –Today, Long Ago, and Long, Long Ago

	TODAY Year:_____	**Long Ago** (Parents and Grandparents)	**Long,Long Ago** (1800's)
Buildings			
Desks			
Lessons			
Reading			
Writing			
Supplies			
Lunchtime			
Clothes			

Appendix 5
Family Homework Questionnaire

(Date)

Dear Parents,

The students are working on conducting interviews as part of their social science homework. The questions are for a parent or a grandparent. Please allow your child to ask these questions. However, the parent or grandparent may write the responses.

Thank you,

_____

Student's Name: Name of Person Interviewed

Questions:

1. Where and when did you go to first grade?

2. What did your school building look like? What did the building look like? What is it made of? What types of rooms did it have? How many rooms were there? Was it a public school or a private school?

3. What kind of desks did you have? What types of furniture did you have in your classroom? desks? tables? bookcases? Where did you store your materials?

4. How did you learn to read? What types of books did you read in first grade? Did the books have illustrations? How did you learn the alphabet?

5. How did you learn to write? What did you use to write with in first grade? How did you learn to write?

6. What other lessons (subjects) did you have at school? What did you study in school? What subjects did you have? What were you expected to learn in first grade?

7. What kinds of school supplies did you have? What types of school supplies did first grade students have? What supplies were available in the classroom? How did you carry your supplies back and forth to school?

8. What did you do at lunchtime? What did you eat? What did you eat at school? Who provided it? Where did it come from? Where did you eat at school? What did students use to bring their lunch to school? What types of snacks did first graders prefer?

9. What clothes did you wear to school? What types of clothes did first graders wear to school? Was there a difference between what boys wear and girls wore? What was the clothing made out of? Where did you get your school clothes? What types of shoes did the children wear? How did children wear their hair?

10. How did you get to school (walk, car, bus, bicycle)?

Appendix 6

T-Chart
Compare and Contrast Information

Similarities and Differences

HOW WERE SCHOOLS ALIKE	HOW WERE SCHOOLS DIFFERENT

Appendix 7

Early American School Day Activity

To help make our study of history come alive, we will have an Early American School Day. The Early American School Day will be held on _____.

To create an atmosphere of yesteryear, we would like to encourage your child to come in costume. Clothing suggestions are attached. We are notifying you early to give you time to gather appropriate items. Check your closets, friends, neighbors, or pattern books.

Lunch

We encourage your student to pack his/her lunch. Please keep it as simple as possible: fresh or dried fruit, sandwich, homemade cookies or cake. Please try to avoid plastic, pre-wrapped items, or processed foods. Please try to pack the lunch in a pail, large cloth or straw basket.

On this day, we will have part of the day without electricity and running water.

Clothing Suggestions

Girls:

- A straw or felt hat
- A sunbonnet
- A girl's "mob" cap
- A long dress or skirt
- An apron or pinafore
- A shawl is nice to wrap around a girl's shoulders

Boys:

- A cap
- A buttoned shirt
- A vest
- Knickers (rolled-up pants)
- Knee socks
- Leather shoes

Created by Julie Wong Adams

Appendix 8

Recipe for Berry Ink

Ingredients:

1/2 cup ripe berries (blueberries, cherries, blackberries, strawberries, elderberries, or raspberries are all fine)
1/2 teaspoon salt
1/2 teaspoon vinegar

Utensils:

measuring cup and spoons
strainer
bowl
wooden spoon
small jar with tight-fitting lid (a baby-food jar is fine)

1. Fill the strainer with berries and hold it over a bowl. Using the rounded back of a wooden spoon crush the berries against the strainer so that the berry juice strains into the bowl. Keep adding berries until most of their juice has been strained out and only pulp is left. Throw the pulp away.

2. Add the salt and vinegar to the berry juice and stir well. If the berry ink is too thick, add a tablespoon or two of water, but don't add too much or the ink might get too pale.

Store the ink in a small jar with a tight-fitting lid. Make only a small amount of berry ink at a time, and keep the ink jar closed when it isn't being used.

Note: Without special chemical ingredients, in time, the ink may turn to jelly. Do not try eating it.

Source: Steven Caney, *Kid's America* (New York: Workman Publishing Company, 1978), page_____.

Appendix 9
Making Old-Fashioned Pens

Making a Wood-Nib Pen

Materials and tools:
pencil-sized twig
penknife

Using a penknife, carve one end of the twig to a thin point. This will be the writing nib. (Incidentally, that is how the penknife got its name. It was a knife carried just for the purpose of carving a pen nib or keeping a nib pointed.)

Once you have a think point, dip it into the ink and try writing. You will probably have to dip the pen into the ink quite often. When the nib becomes too-soft or flat, just carve the point sharp again with your penknife.

Making a Quill Pen
A quill is the hollow stalk of a bird's feather. The finest quills for writing came from the wing feathers of geese. However, the large wing feather of a crow, turkey, or swan would also make a good pen.

Materials and tools:
bird's feather
penknife

1. Find a large feather. During the spring and fall when birds molt their feathers you might be able to get several good quills from your local zoo. Or you might also ask the neighborhood poultry butcher for a feather.

2. Strip off some of the feather if necessary from the fat end of the quill. This enables you to hold the pen comfortably in the standard writing position.

3. Now form the penpoint by cutting the fat end of the quill at a slant curving the cut slightly.

4. Check to be sure the inside of the hollow quill point is open and smooth so the ink will flow to the point. If necessary, you can clean inside the quill point using the end of a paper clip. The pen will now write with ink. The width of the line it draws will be determined by how sharp or blunt the point is. Keep a paper towel ink blotter handy just in case.

Source: Steven Caney, *Kid's America* (New York: Workman Publishing Company, 1978), page_____.

Appendix 10

Baking Powder Biscuits

Ingredients:

1/3 cup shortening
1 3/4 cups all purpose flour*
2 1/2 teaspoons baking powder
3/4 teaspoon salt
3/4 cup milk

Heat over to 450 degrees. Cut shortening into flour, baking powder, and salt with pastry blender until mixture resembles fine crumbs. Stir in just enough milk so dough leaves side of bowl and rounds up into a ball. (Too much milk makes dough sticky; not enough milk makes biscuits dry.)

Turn dough onto lightly floured surface. Kneed lightly 10 times. Roll or part 1/2 inch think. Cut with floured 2 inch biscuit cutter. Place on ungreased cookie sheet about 1 inch apart for crusty sides, touching for soft sides. Bake until golden brown, 10 to 12 minutes. Remove from cookie sheet immediately.

About 1 dozen biscuits; 120 calories each.

* If using self-rising flour, omit baking powder and salt.

Source: Jack Erwin, *Betty Crocker Recipes for Today* (Poughkeepsie, NY: Golden Press, 1986), page 5.